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ABSTRACT

Specific sources of stress for women in the College of Agriculture Sciences at Colorado State University were examined. The Environmental Satisfaction Questionnaire was utilized in two surveys of samples of men and women students in the college. Results indicated differences between male and female respondents in satisfaction with financial situations; intended use of the University Counseling Center; perceptions of the adequacy of services for women at CSU and professors' attitudes toward women in professional agriculture; the amount of support received from members of the opposite sex; satisfaction with mechanical skill level; and perception of the degree of isolation of women students in their departments. Relationships between the sexes appeared to be badly strained, as indicated by the lack of support each sex perceived as forthcoming from the other. The probability of a backlash toward women seems likely. Implementation of interventions aimed at reducing stress is recommended. (Author/JLL)

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Environmental Assessment of Perceived Stressors of Women and Men in the College of Agricultural Sciences: A Two Year Study

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Abstract

In order to identify specific sources of stress for women students in the College of Agricultural Sciences at Colorado State University, two surveys were made of samples of men and women students in the College, using the Environmental Satisfaction Questionnaire.

Results of the surveys indicated differences between the male and female respondents in their satisfaction with their financial situations, their intended use of the University Counseling Center, their perception of the adequacy of services for women at CSU and professors' attitude toward women in professional agriculture, the amount of support they experience from members of the opposite sex, their satisfaction with their mechanical skill level, and in their perception of the degree of isolation of women students in their departments. The implications of these results are discussed, along with suggestions for programming to diminish and/or eliminate these sources of stress for women in Agricultural Sciences.

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The cover depicts an individual striving toward unity of personality, represented by the magic circle, or mandala.

Environmental Assessment of Perceived Stressors of Women and Men in the College of Agricultural Sciences: A Two Year Study

Introduction

Women students in university majors such as science, mathematics, engineering, forestry, or agriculture are apt to encounter more difficulties than either their male counterparts or women students in more traditionally female majors, such as humanities, languages, social sciences and home economics. The sources of their problems range from conflicts due to their own socialization in our society to the institutional sexism that often exists in primarily male-populated majors and careers.

Socialization Factors Affecting all Women

The negative and constricting effects of traditional sex-role socialization on women's career development has been well documented elsewhere (Bem & Bem, 1971); also, there is an extensive literature on socialization-induced problems in women's self-concept (Pollis & Doyle, 1972; Deaux & Emswiller, 1974). Several key variables which act in particular to restrict women's career development are the fear of success (Horner, 1969; Monohan, Kuhn, & Shaver, 1974), lower risk taking behavior (Maccoby & Jacklin, 1974), lack of self-confidence in academic achievement (Tomlinson-Keasey, 1974), and fluctuating achievement motivation in women (Alper, 1974). Sex differences in perceived competence and attitudes about competency (with girls having less confidence in their ability) appear earlier and more pronouncedly in the areas of science and mathematics (Crandall & Robson, 1960; Bem & Bem, 1972). Such differences might be expected to have significant influence on the career development of women in more scientific/mathematical (nontraditional) career areas.

Difficulties for Women in Higher Education

There is considerable evidence women have a continuation of their particular problems as they progress through higher education. Examples include the higher

attrition rate for women college students, the particular difficulties women have in making career choice (brought about in part by conflicts caused by the socialization process), the sometimes negative impact of faculty attitudes on women, and some special financial problems.

In a National Coalition for Research survey (1971-1972), there exists evidence of higher attrition rates for women than for men as they progress through the levels of higher education. According to the survey, women constituted 43% of students receiving bachelor's degrees, 40% of those receiving master's degrees, and only 14% of those receiving doctorates.

College women have been found to have unique problems in making career choices for themselves. Results of the work of Harmon (1972) indicate that college women have less stable career aspirations than men, changing to less demanding occupations during their college years. In addition, Harmon (1971) found that the range of potential occupations considered by college women when they were in high school was very restricted. Hawley (1972) reported that the attitudes of significant men in college women's lives influenced the women's choice of a traditional or nontraditional career. Finally, Karman (1972) reported factors differentiating women choosing typically masculine or typically feminine careers included theoretical orientation, grade point average, mother's education, religion, attitudes toward women's roles and government policies, and the extent to which women conferred with their faculty regarding academic plans.

Professors' attitudes toward college women have been found to influence women's career commitments. In a study by Dickerson (1974), high faculty and administration expectations of women students were positively related to those students having higher aspirations; at the same time, women students perceived themselves as having low expectations and as being sensitive to sexist treatment in college or university settings. Tidball (1976) stated that male faculty members were more likely to be supportive of male students than female, that they were less concerned with discrimination issues than were female

professors, and that the prevailing male value system that links "maleness, research and prestige" inhibited women students directly and indirectly. In addition, it was inferred from the data that the most supportive environments for women are women's colleges. In a review of Who's Who in American Women, Tidball (1973) also concluded that graduates of women's colleges are twice as likely to be cited for career achievement as are women graduates of coeducational institutions.

Hochman and Nietfeld (1976) indicated that differences exist between the percentages of male and female graduate students receiving financial support and between the kinds of support students of each sex obtain. In each case the difference favors males. They also noted that women are more likely to delay planning for graduate education and less apt to apply for aid than men. The delay in their planning may be related to the career choice influences cited earlier in this section.

Special Problems for Women in Nontraditional Careers and Majors

There is a small but growing literature about the particular problems women in nontraditional career areas face. College women involved in more nontraditional majors and career choices were found to be more critical of the type of career counseling they received from their college (Wilson, 1975). More women students with nontraditional goals expressed dissatisfaction with the kind of vocational and educational planning provided by their college than did those with "family plus sex-typified work" or with traditional family-centered goals. Thus, while theoretically needing more support for their nontraditional pursuits, women in these majors were finding counseling services less satisfactory.

Students' behavior during undergraduate years is influenced by what they aspire to after graduation from college (Wilson, 1975). For women in the sciences the outlook is not favorable. Fields (1977) reported that differences in salaries, employment settings and positions were all unfavorable to women. Given the same educational background for men and women, there was found to be

higher unemployment for women, more men than women employed in industry, higher median male salaries, and higher status positions possessed by men. More specifically, a recent survey reported that a lower percentage of women graduates in agricultural sciences were employed in agriculture-related jobs than were their male counterparts (recent survey, Darrow, 1975).

Davis (1974), in her study of comparable men and women students in a four-year institute of technology, reported that although the women students had superior high school grades, greater achievement in mathematics and science than in English, and better verbal ability than their male colleagues, they had higher rates of voluntary withdrawal from the institute than did the men; men showed more persistence in their studies than did the women. One-half of those women who withdrew from the institute continued their technical majors in liberal arts settings. Davis concluded that women are more likely than men to drop out of a predominantly male environment. She postulated that the greater dropout rate for women appeared to stem from an interaction between the technical curriculum and their need to find outlets for expression of interests which tended to be broader than those of men in technical schools. This conclusion was supported by data from vocational interest tests.

Summary

The preponderance of data indicating that women in colleges and universities are likely to be inhibited in their achievement, to have difficulties selecting careers, to experience less than supportive attitudes from professors (and probably male classmates), and to have less financial aid than men students, suggests that higher education may be stressful. In addition, women who have chosen to pursue nontraditional majors and careers must struggle with conflicts between sex role expectations and career aspirations, career opportunities which thus far have not been favorable for women applicants, unsatisfactory counseling services for vocational preparation and the ambivalence caused by having to compete with predominantly male classmates toward whom they are expected to have a desire for social affiliation.

In order to enhance the opportunities for women in colleges and universities, especially those of women in nontraditional majors, it seems necessary to identify the specific sources of stress at a given institution and to program interventions which may assist women either to overcome or avoid the identified difficulties.

Methodology

Overview

During the past decade the percentage of women students enrolled in the College of Agricultural Sciences at Colorado State University has risen remarkably to a total of 40% of total enrollment in 1976. As this College has been traditionally involved in preparing men for male-dominated careers, it was surmised that women in the College would be experiencing stresses and problems unique to their special situation. The Educational Equity for Women in Professional Agriculture Grant was funded at Colorado State University for the purpose of investigating and remedying inequities and consequent difficulties women might encounter in the College due to sex role stereotyping. The first task was to identify sources of problems and stress.

Instrumentation

The instrument chosen to accomplish this initial objective was the Environmental Satisfaction Questionnaire (ESQ) (Corazzini & Huebner, 1975), designed to tap mismatches between college student needs and what their environment provides. Such mismatches are often sources of stress. Its items, which are changeable, depending on the local institution, refer to areas of possible stress for students. Stressors were initially identified by referring to research reports done in the past five years at CSU (Bohren, 1973; Huebner, et al., 1974; McGrath. 1973; WICHE, 1973), and to interviews with faculty, staff, and students in the College of Agricultural Sciences. Such areas of finances, availability and usefulness of vocational/personal counseling and learning assistance programs, the social environment, and quality of advising were found

to be areas which frequently seemed to cause difficulty for students. A total of eleven possible stressors were identified and corresponding items were constructed (cf. Appendix A).

Part I of the ESQ asks students to designate how stressful each of 11 areas is for the student. Responses are recorded on a five-point Likert scale, with 1 indicating strongly disagree (that an area is stressful) and 5 strongly agree. If students perceive an area to be unsatisfactory or stressful and indicate that on Part I (they respond in the strongly disagree or disagree category), they are then asked to provide data for that particular item. Part II of the ESQ asks three questions: 1) "What things in the environment exist or have happened to make you feel this way?" (answers to this question provide environmental referents or perceived sources of stress) 2) "How have you responded to this situation or feeling?" and 3) "What could be done to change the environment (physical, organizational, or functional, etc.) to improve the situation?" A content analysis of part II provides information which can be fed back to key individuals who are in a position to change the environment and possibly reduce the stress, such as administrators, faculty or professional staff, or (in some cases) students. Changes in the environment can include the provision of services and programs focused toward the identified problem areas, the incorporation of students' coping techniques into creative ideas for programming, and the instruction of students in the skills needed in areas where skill deficits have been identified as sources of problems. Subsequent readministration of the ESQ allows for systematic checks of the trends in perceived stressors, and, in some cases, for evaluation of programs or services offered.

In addition to the ESQ, students were asked to provide demographic information, to respond to a number of other items, and an additional questionnaire regarding knowledge and use of services. These additional areas are not part of this present report.

Subjects

In the Fall of 1976, a random sample of 96 women in the College of Agricultural Sciences received the mailed questionnaire. This group totaled 20% of the women students in the College. Fifty percent of those surveyed responded. In the Spring of 1977, during the same academic year in which the women were sampled, a five percent random sample of men was asked to respond to the same questionnaire by mail. Of the 95 men in the sample, 38 (40%) responded.

Based on data gathered from this initial survey, the questionnaire was revised and mailed to a ten percent random stratified sample of women and men in the College of Agricultural Sciences in the Fall of 1977. Of 150 questionnaires mailed, 91% (137) were completed and returned. Of the respondents, 71.5% (98) were men , and 28.5% (39) were women. The samples were not similar nor were they representative of the population of the College of Agricultural Sciences. All but three of the women in the first survey were undergraduates, with over 60% being freshpersons and sophomores. The men in the first survey were spread more evenly over graduate and undergraduate years. Women in the second survey included some at the graduate level with the lowest representation occurring at that level and the junior year. Fewer men in this sample were from the freshperson and sophomore levels than were the women, but representation at the senior and graduate levels was very similar. Both men and women in the first survey were predominantly in Animal Sciences, with Horticulture and Agronomy following in descending order. A quarter of the men and 16.3% of the women were in interdepartmental majors. Departmental representation in the second survey was very similar to the first for the men. Over half of the women in the second survey were from Animal Sciences, many fewer from Horticulture, and Agronomy, and only 8.1% in the interdepartmental majors (refer to Table 1).

In both surveys about 60% of the women had been in Agriculture for a year or less. The majority of men in the first survey had been in Agriculture two or more years. The men in the second survey, by contrast, had been in Agriculture fewer years, with over 45% in the College for one year or less.

Environmental Satisfaction Questionnaire, Part I: Item Scores

Part I of the ESQ consisted of 18 items in the first survey and 11 in the second. Results for the 11 comparable ESQ items from surveys one and two, broken down according to male and female respondents, are on Tables 2 and 3. Students responded to each item according to a five-point scale: 1) strongly disagree; 2) mildly disagree; 3) agree/disagree; 4) mildly agree; and 5) strongly agree. All items were worded so that endorsement of the item indicated satisfaction or lack of stress; therefore, higher scores represented higher degrees of satisfaction. Special attention is given to the number of students expressing dissatisfaction (the percentages of students who endorse the strongly disagree and disagree choice from each item), since it is these students who are asked to provide the environmental referents and other information in Part II of the ESQ.

The samples used in the two studies are not technically comparable. Since these data are to be used to identify potential sources of stress for women students in the College of Agricultural Sciences, differences between men and women in percentages of dissatisfied students were believed to be of note if they were over 30%. This is an arbitrarily determined figure, and is not intended to represent a statistically significant difference. The comparison of the percentages serves to describe the target population and to direct the project team toward areas of useful intervention and programming. This comparison was done for each of the two surveys.

Item 1: Finances are not a significant problem for me. Fifty-one percent of the men in the first survey and 43% of the women were dissatisfied with their financial situation. A greater percentage of women (61.6%) reported dissatisfaction than men (33.7%) in the second survey. As the women in the second survey were from a wider range of years at CSU, it is possible that the second figure is more representative of the real situation, indicating that women in Agriculture may have greater financial difficulties than men.

Item 2: I would consider going to the Counseling Center if I had a personal or vocational problem. Men and women in the first survey were in equivalent disagreement about seeking help in the Counseling Center (18.4% and 22.4% respectively). A greater percentage of men than women (35.7% versus 23.1%) stated that they would not use the Counseling Center for a personal or vocational problem in the second survey. This difference appears to reflect what actually occurs at the Counseling Center, where women comprise a greater percentage of clients than men.

Item 3: I think there are enough services at CSU for women. Eighteen percent of the women and 25% of the men in the first sample thought there weren't enough services for women at CSU. In contrast, only 9.8% of the men and 23.0% of the women in the second survey disagreed that there are enough services for women. While the increase in the percentage of women is not remarkable, the decrease support for these services by men appears to be important, and may reflect a growing negative attitude toward women.

Item 4: Being a woman student (man student) does not cause problems for me. Being a woman student (or man) was reported as causing problems for 14.3% of the women and no men in the first survey. In the second survey fewer women and more men (12.5% and 11.3% respectively) indicated this as a problem.

Item 5: Women students do not feel isolated in the College of Ag. Sci. In the first survey, 37.1% of the men and 18.4% of the women thought that women were isolated in the College of Agricultural Sciences. Fewer endorsed this in the second (5.6% men and 10.2% women). It is unclear whether the shifts in percentages toward reduced identification of isolation of women is a reflection of sample differences or of other phenomena.

Item 6: In classroom situations, professors in the College are positive toward women in professional agriculture. A very low percentage of women (6.1%) and men (2.8%) in the first survey disagreed that professors were positive toward women in professional agriculture. In the second survey, 25.6% of women and 8.7% of men disagreed. This change in the percentage of women seeing

professors as less than positive toward them may represent a greater awareness and sensitivity on the part of the women to sexism, especially given the sample differences, and is likely to be an important source of stress.

Item 7: I feel supported by my male classmates. Men and women in the first survey felt equally supported by their male classmates (with 11.4% and 12.2% respectively disagreeing). By contrast, 30.8% of women and 4.5% of men disagreed that they felt supported by their male classmates in the second survey. Again this may reflect a heightened awareness on the part of the women in the second survey to the existence of sexism.

Item 8: I feel supported by my female classmates. In the first survey only two percent of the women and 13.9% of the men disagreed with feeling supported by female classmates. For the men that figure jumped to 45.2% in the second survey, while the percentage of women disagreeing rose to 15.4%. As the men's samples in the two surveys were demographically equivalent, but two times as many men responded to the second survey, this higher figure may be more representative of the true situation. Its meaning may be that men are seeing the women as more in competition with them, or banding together with each other more. Whatever its meaning, the men are evidently experiencing less than positive feelings from the women in Agriculture.

Item 9: My mechanical skills are adequate to pursue the career I have chosen. The percentages of men and women reporting mechanical skills as being a problem reversed themselves from the first survey to the second. In the first, more men than women (16.2% versus 6.3%) disagreed that their mechanical skills were adequate; in the second, more women than men disagreed (15.4% versus 3.0%). As the students in both surveys are from similar backgrounds, these differences could be attributed to sample shifts, with the second women's sample, although smaller than the first, representing a greater percentage of upper classpersons who are closer to career entry and thus more sensitive to skill deficiencies. The drop in the percentage of men may indicate that the second survey tapped a more representative sample, as it surmised that men, no matter what their

background, are more likely to believe that they possess mechanical skills than women.

Item 10. Women students do not feel isolated in my department. About the same percentage of men and women (11.8% and 12.2%) saw women as isolated in their departments in the first survey. The percentage remained roughly the same (10.3) for the women in the second survey, but dropped to 3.0% for the men. One interpretation of this difference in the men's figures is that the second group of men may be less sensitive to or more apt to deny that women might have problems in their departments.

Item 11. In my experience, faculty members in my department have shown an interest in me. Only 2.0% of women and 22.2% of men in the first survey disagreed that faculty were interested in them. In the second, the figures were almost identical (10.3% women and 10.2% men). In general, few students of either sex in the College of Agricultural Sciences see faculty disinterest as a problem. Refer to Tables 2 and 3.

Environmental Satisfaction Questionnaire, Part II: Environmental Referents.

The responses given to Part II were grouped into categories by inspection. The categories and the number of responses fitting into each are presented in Tables 4 through 46. It should be noted that multiple responses are included in some of the tallies.

Discussion

Men and women responding to the first survey indicated that finances were a problem. Respondents to the second survey consistently affirmed their difficulties with finances, but women did so in greater proportion than did men. Students of both sexes and in both surveys cited the inability of parents to pay for their college expenses, the increasing costs of going to college and the scarcity of financial support as causing their difficulties. Coping strategies were also similar, including seeking scholarships, work-study positions, other financial aid and jobs. Students expressed the impression that criteria for granting financial aid did not take into account the special situations of

students in Agriculture, and that the criteria ought to be individualized, according to the specific needs and circumstances of the applicant.

There seem to be more women with financial problems than men in Agriculture. This seems, in part, to be supported by Hochman and Nietfield's (1976) work noted earlier. Two reasons for this might be: fewer opportunities for women to make adequate salaries at part-time jobs, and the compounding of financial difficulties the longer a woman remains in an underpaid position. For women without family support, the situation would be exacerbated, and would be a source of even more stress. It is evident that a system whereby women and some men are allowed to pay less for college, commensurate with their need, or to receive more aid would help solve some of the problem. Training in the expedient use of money, such as through a financial survival course, might ease students' financial problems. To reach women who are in special need, an alumnae fund from which women students could draw money while at CSU and to which they would return it after graduation, could provide a source of funding for them which is not currently available.

The difference in survey two between the men and women stating they would not seek service at the Counseling Center is difficult to interpret. As mentioned earlier, it could be simply a reflection of the rugged individualist attitude growing in our society, whereby people, and especially men, are expected to solve their own problems, which results in fewer male than female clients in the Counseling Center. It is also possible that for this and some other items we are seeing a sensitizing effect of the Educational Equity for Women in Professional Agriculture grant: that men are seeing something being done for women by means of this project, and they resent women getting help while they are not. If men associate the Counseling Center with the project, they might then express their resentment by rejecting the services of the Counseling Center.

While the men expressed a lack of awareness of the services of the Center, a certain level of negative socialization toward seeking help, and the

self-reliance suggested earlier, women mentioned the same kinds of sentiments but to a lesser degree. To counterbalance these elements, the Counseling Center should advertise the kinds of services it offers and counteract the negative impact of seeking mental health assistance, possibly through a series of on-going articles in the student newspaper. To respond to the criticisms, the Counseling Center might mount a public relations campaign aimed at dispelling some of the myths and misinformation about it that appears to exist among students.

The decline in the percentage of men seeing women's services at CSU as inadequate between surveys one and two may be reflecting the same phenomenon as cited earlier, that is, a negative sensitization or backlash. Men in Agriculture may be seeing women getting something that they, the men, are not and feel resentful. Support for this hypothesis comes from the men's response to item 8 on the ESQ. Almost half the men in the second survey reported not feeling supported by their female classmates. Men are evidently experiencing some barriers between themselves and the women in Agriculture. Whether the special attention brought to women's problems and needs by the project is contributing to their sense of alienation is not known, but is a possibility.

To help eliminate these barriers, interventions should be planned so that men and women can share benefits equally. Forums might be instituted for men and women to discuss their common issues. Furthermore, mens' needs, as well as womens', at the college level, need to receive attention.

The drop in the percentage of women reporting isolation either in the College or their department between surveys one and two may reflect, as several respondents indicated, that women are becoming less isolated because there has been some effort made at both those levels to include them. Institutional change and the increased willingness of women to face the demands of their chosen fields and get into the mainstream of activities appear to be working to counteract isolating tendencies present in this male-dominated College.

Somewhat in contradiction to the foregoing, there was a 20% jump between the first and second survey in the number of women reporting that they did not

experience their professors as positive toward women in professional agriculture. Women in the second survey cited perjorative attitudes toward women from professors, such as "you're only a woman," and negative and sexist attitudes in the teaching materials. A major impact on the attitudes of men in education is clearly called for. It is essential that professors be introduced to ways women can be integrated into professional agriculture, and an attitude change on the part of sexist professors is imperative. Teaching materials that manifest a positive and respectful regard for women as serious students and future professionals are also necessary.

Between the first and second surveys there was a jump of 20 percentage points in women who reported not feeling supported by men in Agriculture. They cited isolation from the men, a negative competitive spirit and sexism as factors causing them to feel this way. The highly competitive atmosphere in attaining good grades and in securing employment after graduation might contribute to making women scapegoats for this academic stress. Men, who are already feeling pressure to get good grades and concern about finding employment, may be expressing their tension by being nonsupportive of women whom they see as sources of additional competition.

Both sexes would benefit from broader-based counseling regarding the importance of grades to their future employment possibilities. It is also possible that in light of a possibly tightening job market, attention should be given to College admission policies.

Responses to item number 9 about the adequacy of mechanical skills support the continuation of the special course aimed at teaching basic skills. This course was introduced in the Spring of 1977 through the efforts of the project team. It is likely that as the course is continued, more students will become sensitized to their needs for mechanical skills and men in particular will be willing to admit their deficiencies. One of the positive outgrowths for men of the women's movement has been to facilitate their accepting aspects of themselves for which they need help.

Although few students in the second survey were dissatisfied with faculty interest in them, the experiences they cited were similar to those mentioned by the larger percentage of men in the first survey and typical complaints made by students in large universities. These center around students feeling like numbers and experiencing professors as concerned with little beyond appearing in class and leaving. The dissatisfaction women expressed regarding the attitudes of professors toward women in professional agriculture was not reaffirmed in the experience of professors' interest in them. This may indicate that on a one-to-one basis, women are more satisfied with their interactions than in the classroom setting.

Summary

Results of the two surveys made with the Environmental Satisfaction Questionnaire have identified several sources of stress for both men and women students in the College of Agricultural Sciences. Most predominantly, financial difficulties are shared by both sexes, with women experiencing more problems than men. Relationships between the sexes appear to be badly strained as indicated by the lack of support each sex perceives as forthcoming from the other. This source of strain appears to be exacerbated by the highly competitive nature of the students in an atmosphere where, as one student put it, a person would "kill for grades." The probability of a backlash toward women in Agriculture coming from the men seems likely, perhaps as a result of the increased number of women in the College, the attention they are getting from the project, and their presence as representing additional competition for good grades and limited employment possibilities. The isolation experienced by the women appears to be decreasing, but their alienation from the men students and the presence of sexist attitudes in the classroom persist.

Several interventions have been initiated by the grant project team members to counteract some of these identified sources of stress. More have been suggested in this report. It is recommended that the implementation of interventions aimed at reducing stress be followed up with systematic evaluation of the

results of the interventions, using the ESQ as the measurement instrument. By that procedure comparable data can be gathered, and the effectiveness of programs to eliminate sources of stress evaluated.

Table 1

Percentages of Women and Men Surveyed in Two Environmental Satisfaction Studies in the College of Agriculture at Colorado State University

	Survey 1			Survey 2		
Category	% Women	% Men	% Total	% Women	% Men	% Total
Year						
Freshperson	42.9	28.6	35.7	20.5	17.3	18.2
Sophomore	20.4	30.6	25.5	25.6	11.2	15.3
Junior	16.3	14.3	15.3	12.8	28.6	24.1
Senior	14.3	20.4	17.4	30.8	30.6	30.7
Graduate	6.1	6.1	6.1	10.3	11.2	10.9
Major						
Agronomy	14.3	13.9	13.6	15.4	21.4	20.0
Animal Science	46.9	39.9	43.2	53.8	30.6	37.7
Horticulture	22.4	22.2	22.7	17.9	23.5	22.5
Interdepartmental	16.3	25.0	20.5	7.7	24.5	20.0

Table 2

Selected ESQ items for Men and Women
in the College of Agricultural Sciences for 1976-1977

Item	FEMALE $\bar{x}$	FEMALE Strongly Disagree	FEMALE Disagree	FEMALE Total % Disagree	MALE $\bar{x}$	MALE Strongly Disagree	MALE Disagree	MALE Total % Disagree
1. Finances are not a significant problem for me.	3.1	16.3	26.5	42.9	2.8	21.1	28.9	51.4
2. I would consider going to the Counseling Center if I had a personal or vocational problem. . .	3.7	2.0	20.4	22.4	3.3	5.3	13.2	18.4
3. I think there are enough services at CSU for women students.	3.2	2.0	16.3	18.4	3.1	5.6	19.4	25.0
4. Being a woman student (man student if you are a man) does not cause problems for me. .	3.9	2.0	14.3	16.3	4.4	0.0	0.0	0.0
5. Women students do not feel isolated in the College of Agriculture. . . .	3.7	2.0	16.3	18.4	3.8	8.6	28.6	37.1
6. In the classroom, College professors are positive towards women in professional agriculture. . .	3.8	2.0	4.1	6.1	3.9	2.8	2.8	5.6
7. I feel supported by my male classmates.	3.8	0.0	12.2	12.2	3.6	2.9	8.6	11.4
8. I feel supported by my female classmates.	4.2	0.0	2.0	2.0	3.2	5.6	13.9	19.4
9. My mechanical skills are adequate to pursue the career I have chosen.	3.9	0.0	6.3	6.3	4.2	8.1	8.1	16.2
10. Women students do not feel isolated in my department. .	3.9	0.0	12.2	12.2	3.7	5.9	5.9	11.8
11. In my experience, faculty members in my department have shown an interest in me. .	4.0	0.0	2.0	2.0	3.4	5.6	16.7	22.2

Table 3

ESQ Data for Women and Men
in the College of Agricultural Sciences for Fall, 1977

Item	FEMALE $\bar{x}$	FEMALE Strongly Disagree	FEMALE Disagree	FEMALE Total % Disagree	MALE $\bar{x}$	MALE Strongly Disagree	MALE Disagree	MALE Total % Disagree
1. Finances are not a significant problem for me.	2.6	30.8	30.8	61.6	3.1	15.3	18.4	33.7
2. I would consider going to the Counseling Center if I had a personal or vocational problem. . .	3.3	7.7	15.4	23.1	3.0	11.2	19.4	35.7
3. I think there are enough services at CSU for women students.	3.2	5.1	17.9	23.0	3.4	3.3	6.5	9.8
4. Being a woman student (man student if you are a man) does not cause problems for me. .	4.0	5.1	7.7	12.5	4.5	1.0	10.3	11.3
5. Women students do not feel isolated in the College of Agriculture. . . .	3.9	5.1	5.1	10.2	3.8	1.1	4.5	5.6
6. In the classroom, College professors are positive towards women in professional agriculture. . .	3.5	5.1	20.5	25.6	3.9	2.2	6.5	8.7
7. I feel supported by my male classmates.	3.7	2.6	28.2	30.8	3.7	1.1	3.4	4.5
8. I feel supported by my female classmates.	3.7	2.6	12.8	15.4	3.6	8.6	36.6	45.2
9. My mechanical skills are adequate to pursue the career I have chosen. . . .	3.5	5.1	10.3	15.4	4.4	1.0	2.0	3.0
10. Women students do not feel isolated in my department. . .	3.9	2.6	7.7	10.3	3.9	1.0	2.0	3.0
11. In my experience, faculty members in my department have shown an interest in me. .	3.9	2.6	7.7	10.3	3.9	2.0	8.2	10.2

Table 4

Environmental Referent #1 - Finances are not a significant problem for me

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment, (physical, organizational, functional, etc.) to improve the situation?
Putting myself through school in an expensive university (father doesn't think women have a place in agriculture). (3)	Economize as much as possible, work and save. (6)	(blank) (3)
Not able to do what I'd like to. (4)	Have changed my priorities in order to afford to pay my bills. (2)	Save summer earnings.
College is too expensive (books, etc.) Prices keep going up and no time for a job. (3)	Frustration, depression.	Find parttime job and learn to budget.
Being an out-of-state student and financial problems in my family. (3)	Not too upset because I value my education.	Increase assistantships, grants, workstudy jobs and paid internships. (8)
I have enough money to make it this year, but next year - ?		Become an in-state student.
Dad makes too much money for me to get a scholarship.		Borrow money from parents at risk of losing independence.
Married and go to school full-time - creates expenses.		More thorough check into financial support and apply for aid.
Other (1)		

Table 5

Environmental Referent #2 - I would consider going to the Counseling Center if I had a personal or vocational problem

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment, (physical, organizational, functional, etc.) to improve the situation?
I find my answers on my own or by talking with a friend. (6)	Go to friends for advice. (5)	If I needed a sounding board I could talk to the wall.
Big school environment is a little inhibiting.	Personal problems haven't been difficult to deal with. (2)	O.K. (1)
I am a Christian and take my problems to the Lord and to Christian brothers and sisters.	I take my problems to other Christians.	Christians are meant to help each other. No change needed, but I'd use services if Christians were there to help me.
Don't know where UCC is.	I haven't.	Don't know if need change. Fine for some, but don't think it's my way to solve problems.
Personal distrust of "psychiatrist." No real need.	Help if needed is available from church or doctor.	Nothing; if people need to use it, then have it available. (3)
Past experience.	Try to spend some time on my own to sort things out.	Make students aware of UCC and where it's located.
Other (2)		The profession needs to get rid of quacks.
		(blank) (3)

Table 6

Environmental Referent #3 - I think there are enough services at CSU for women

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Haven't heard about career placement or job information just for women.	Asked my advisor about women in my field.	Let us know about it through the Journal, pamphlets, & information distributed in departments for advisors.
Don't know about services. (2)	Haven't used any services.	Organize an Ag. Women's Club.
Not enough people of similar interests in a non-competitive manner.	Made a point of seeking out other women and discuss school alternatives and jobs. (2)	I could give more to these programs.
Sports especially is unfair--the men (football) are receiving too much in funds and women pay the same amount of tuition. (2)	Have voiced my opinion regarding the allocation of funds. (2)	Talk rationally to President Chamberlain and A.D. about a change, taking into account what students favor.
I'm not sure about this service, but many jobs in the field on campus aren't open to women.	I'm able to have a job now, but I feel resentful because of the discrimination.	Jobs only open to men in livestock should be also open to capable women.
I think things are improving. Women need to be seen as women and not objects.	Look for opportunities for women.	Change biased attitudes toward women.
	I've changed my attitude and being a Christian has helped.	I think social attitudes toward women are changing. Women have to go for it.
		Compliance with the law and attention of the State Legislature.

Table 7

Environmental Referent #4 - Being a woman student (man student) does not cause problems for me

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Some limitations exist in classroom and lab situations--jokes, etc. Skepticism. (2)	Learn to cope, speak up, do better than the men, ignore it. (5)	We as women are going to have to be given examples--yet I don't feel we can become independent. The Bible tells us about ourselves and our role.
Because of the status men get I don't feel there are as many opportunities for women. (2)	I can't stand it. Frustration. (2)	Change attitudes--that's a tall order and I don't know what to suggest besides a strong will.
The "student" problems are just a reflection of the problems I meet on the job being a woman supervisor in an all-male situation. I see the same male attitudes in a management class, during class discussions.	I feel like an outsider in a man's world.	More successful women teachers in the field.
Male graduate students aren't even interested in talking to the women.		Just wait until I have my education and can prove to all doubters that I am serious about the way I want my life style to be.
Feelings that family and friends and acquaintances have toward me and an agriculture career versus me and a family.	I've chosen a different major with me and my main interest going second.	The profs could at least pretend to see us on an equal basis.
I'm not taken seriously. Sometimes it seems I'm not really expected to do better than the men.		Don't know. (2)
Other (2)		Not to worry! CSU is admitting more women than ever before.
		Giving more equality to women and not demanding more from them.

Table 8

Environmental Referent #5 - Women students do not feel isolated in the College of Agricultural Sciences

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
The uneven ratio of men to women serves to isolate the women. (2)	I don't mind the isolation. (2)	
Even though it is recognized that there are more women in the Department, no services or programs are offered to confront the special problems they know we have. (3)	Nothing. Loneliness and boredom.	Make the profs and Department aware that we need more information and encouragement if we are really capable and willing to pursue our goal.
Again, we're not always taken seriously.	I've stayed mainly with my women friends.	More clubs--a particular room should be set aside as a lounge.
I feel isolated from the profs and male students, but not from the female students.		Increasing our awareness of opportunities.
Other. (1)		

Table 9

Environmental Referent #6 - In classroom situations, professors in the College are positive toward women in professional agriculture.

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation
Professors hardly even mention that women play a part in agriculture.	I've taken classes that seem to not particularly want women to do the dirty work, and then do the work also.	Have profs play down the fact that women might not like to do the work.
Nothing is ever said about women in the field.	Asked advisor for information.	Make them aware that we have some additional needs, such as guidance and statistics on what other women in the field are doing.

Table 10

Environmental Referent #7 - I feel supported by my male classmates

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Joking - their attitude.	Joke back and hard work.	They need to be shown that women are as capable and dependable in Ag careers. With more and more women going into Ag this should soon cease to be a problem. The men simply need to be educated.
Indifferent attitudes that my colleagues have toward women graduate students.	By continuing to be friendly to them.	?
I've heard remarks about women in agriculture are only there to get married.	I expressed my own opinion that that isn't true.	Have profs play down the fact that women might not like to do the work.
In meats and other such classes men do most of the work.	Do the work, regardless.	(blank) (1)

Table 11

Environmental Referent #8 - I feel supported by my female classmates

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Some are jealous.	I ignore them. Feel a little isolated sometimes. Only two in my field, neither of whom will enter my career.	

Table 12

Environmental Referent #9 - My mechanical skills are adequate to pursue the career I've chosen

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I have been unable to respond to machinery problems at work. (2) Other (1)	Always have gotten a man to take care of it.	Offer classes which teach simple mechanical skills to those who have had no experience.

Table 13

Environmental Referent #10 - Women students do not feel isolated in my department

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
There are not very many of us; we are not taken seriously.	Haven't	Responsiveness to our particular need by department head; if need be, supply information to them so they can supply it to us.
For female graduate students in the department.	By being friendly with everyone in the department and seeking women friends elsewhere.	
The uneven ratio of the sexes will isolate the women.	Isolation doesn't really bother me.	
The women are well outnumbered. We are newcomers and none of us are in high positions.	Almost considered changing my major; always have the feeling of there being (in the future) a rough upward climb in the job world.	Related to need for men to be shown that women are dependable and capable in Ag careers--with more and more women going into Ag this should soon cease to be a problem. The men simply need to be educated.
Other. (1)		Unite women in Ag. Bring women into the faculty.

Table 14

Environmental Referent #11 - In my experience, faculty members in my department have shown an interest in me.

For women in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
My Horticulture professor didn't seem to care whether we failed or not. Normally it depends if you make an effort and show an interest in him--there's no way it works the other way.	Ignore him and work my hardest and go to my lab instructor instead.	It's difficult to change a person.

Table 15

Environmental Referent #1 - Finances are not a significant problem for me

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Tuition is outrageous and CSU bigshots or someone unknown is making dollars hand over fist. Also, my department hasn't given me an assistantship and I think I deserve one.	I've found a job.	A thorough investigation is needed.
High tuition and rent (5).	Am dropping out in June.	Have a service to pull together agriculturally-related jobs for students.
CSU takes so much for out-of-staters and so little in return (2)	By working (2).	Lower rates and more single housing.
As I am a student, money isn't available entirely.	Nothing I can do about it.	CSU could worry about the students and not work against them.
I pay for 100% of my college tuition (2).	Work on a haying crew in the summer.	More grants, loans and work for the students.
Not enough dollars for extra curricular activities and bills (2).	Look for a job.	Not being forced to live in the dorm.
I was denied aid.	I found part-time employment unrelated to my work at poverty wages.	Work hard and sweat during June, July and August.
Stipend isn't enough to provide for all basic needs.	If it wasn't for the grant, I may not be in school.	Get a job.
	My wife works a little more.	Don't penalize people who have been out of school for awhile and give aid on the basis of need.
	Cut back on other items.	Not much a student can say about how much they pay (2).
	Not having very much money afterwards.	

Table 15 (cont.)

Environmental Referent #1 - Finances are not a significant problem for me

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Being from an ag background there isn't much dollars available. I'm financing my way unsuccessfully with cattle raising. Financial aid fell through this year.	Selling my calves. Reapplying for next year. Financial aid.	Put dollars into programs for students of any color. My major is as good a reason for support as my skin color.

Table 16

Environmental Referent #2 - I would consider going to the Counseling Center if I had a personal or vocational problem

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Personal problems I would take elsewhere; vocational I would discuss with faculty. Feel no need. I can work out my own problems. Ag. Econ. Dept. has all the jobs I need to know about. I have friends, relatives and myself to talk about personal problems with. It seems better to contact friends and business associates to handle personal problems. An institution this size cannot be "personalized" enough to handle the volume sincerely and competently.	I haven't. Not applicable. Apathetically.	Advertise the Counseling Center more. What does it do? Would go if I really felt the need. Probably by having a problem solved by the Counseling Center; since I don't have a problem, I'll stay apathetic.

Table 17

Environmental Referent #3 - I think there are enough services at CSU for women students

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
More than likely there are, but they aren't emphasized equally with men's services. Women are deprived because of major athletics such as football (3). I haven't seen any evidence of them (2). I've heard a lot of noise about lack of facilities and opportunities for women. I agree.	Answered polls in support of women's athletics. I engage in sports with both sexes. Encourage women in science. Little or no response. I voted for program changes women requested (2).	Take dollars away from our ignorant football staff (2). Student acceptance of women. Enroll more women in the college. Try to find a medium ground to allow facilities for men and women. More services just for women.

Environmental Referent #4 - Being a male student does not cause problems for me

No male students responded with a "Disagree" or "Strongly Disagree" to item #4.

Table 18

Environmental Referent #5 - Women students do not feel isolated in the College of Agricultural Sciences

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Women from nonrural backgrounds tend to be insecure and sometimes isolate themselves. Too few women in agriculture econ. graduate school. Marked a "2" if no comments.	Very little. By being friendly with the women.	Have more classes that involve field work. Let more women into the agriculture economics graduate school.

Table 19

Environmental Referent #6 - In classroom situations, professors in the College are positive toward women in professional ag

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Some professors make jokes about women who are in the class (embarrassing type). They talk down to them. They relate to the class as a group of men only.	Ignore it. I encourage women in the department.	Those professors should control themselves. It is a deep social trip engrained in the generation which the professors come from.

Table 20

Environmental Referent #7 - I feel supported by male classmates

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I feel like an outsider--not a cowboy or redneck or a head; sort of inbetween. People avoid you -- the classrooms are cliquey and anyone not "in" can't get in. I can't even get help on my statistics HW and it makes me sick.	Living alone, socializing with only a few people. Do it on your own.	Have a mandatory "personal relations" class in which students could be taught that looking out for No. 1 isn't as much fun as having healthy, happy relationships with people. There's not much this survey could do to change the present situation.

Table 21

Environmental Referent #8 - I feel supported by my female classmates

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Do not know too many. No contact between other than in class. There's only about 20 or 30 in the College of Ag graduate school.	Haven't responded much, but am meeting more. No problem. No.	There's not much this survey could do to change the present situation. More Horticulture parties. Admit more women to Ag Econ graduate school.

Table 22

Environmental Referent #9 - My mechanical skills are adequate to pursue the career I have chosen

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Too much money is allotted for unneeded tools and machinery to feed faculty fantasies. This has caused a reduction in dollars available for student work experience. Need to learn more about mechanical skills for my interest. I haven't had enough training in graphics or machinery. Teachers seem more interested in expounding theory rather than in developing mechanical skills.	Taking classes and also working in a related job. Somewhat frustrated. Have taken some courses in Art and I.S.	Get more specific in courses. For example, I can learn to feed cattle without having to take organic and biochemistry. Provide or require more graphics and mechanical courses. Integrate theory and mechanics in the classroom.

Table 23

Environmental Referent #10 - Women students do not feel isolated in my department

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
There are few women graduate students in Agronomy. Women from rural backgrounds tend to be insecure and sometimes isolate themselves. They do because they are so few. A few have remarked that the department is really male chauvinistic.	Treat them no different from males. I haven't. By being friendly. I try to counter with a positive attitude toward the women and seek their opinions.	Faculty would have to accept more women. Require more classes that involve field work so everybody can know what rural life is about. Admit more women students. Again, it is something that reflects the general attitude of department heads.

Table 24

Environmental Referent #11 - In my experience, faculty members in my department have shown an interest in me

For men in the College of Agricultural Sciences - 1976-77

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
They show little interest, don't tell me about special events, and don't care if I have an assistantship. There are too many students in horticulture to get to know. The faculty just goes to class and picks up their checks. Aside from my advisor, faculty strike me as only interested in wanting to hurry freshmen through. Just another number in the class. Most faculty members are just biding their time and making their salaries on the side. People don't value you as an individual with needs. When I go to see them, I feel like I'm taking their time and bothering them.	Do unto others as others do unto you. Try to get to know more professors. Show more interest in classes. Nothing to do. No response. Ignore it. I've stayed out of the way until I must see them for some personal need.	Consider some of my ideas and feelings and give me an assistantship. Smaller classes. I don't know. Make lab classes smaller. Get a few faculty members who are really interested in teaching and get rid of the ones who are just making dollars. Could set up a panel to discuss job opportunities within department on a group basis. Profs. less busy with work and more concerned with individual student. More faculty-student interaction. More advisor time per student.

Table 25

Environmental Referent #1 - Finances are not a significant problem for me

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Relying on savings with no income.	Summer jobs and parttime work. (5)	Become rich or meet someone rich. Leave school; get financial help.
Parent's money limited. (5)	Applied for scholarships.	Examine students' financial situations more closely.
College expenses are extremely high. (4)	Raised money on my own. (2)	More scholarships and loans that aren't so hard to obtain. (4)
Unexpected major expenses.	Patience and awareness of opportunity.	Living expenses should be more adequately evaluated by financial aid.
Payment of out-of-state tuition. (4)	Work-Study. (4)	Give the "middle income" student a break. (2)
Applied for scholarship but was turned down because had "too much" money.	Applied everywhere but no chance for help.	Help farmers' kids with aid.
	Live with someone who will support me.	Special College of Ag Scholarships for women with good grades.
	I have financial aid.	Parttime work at college. (3)
	Offered a full-time research associate post, but conflicts with being a full-time mother and student.	Don't know. (3)
	Trying to get in-state tuition or a loan.	
	Restrict all expenditures. (2)	
	Felt depressed.	
	Cut back on work and classes.	

Table 26

Environmental Referent #2 - I would consider going to the Counseling Center if I had a personal or vocational problem

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Keep my problems to myself. Only for a vocational problem. Don't see how a stranger could help on personal matters. (2) I would go first to a friend or a Christian Science practitioner. Nothing in particular--I just wouldn't go.	Solve my own problems or talk them over with family or close friends. None Can ask other strangers. Personal needs are met through spiritual sharing more completely. I haven't. (2)	No need to change. (2) No answer. (2) Don't know. (2)

Table 27

Environmental Referent #3 - I think there are enough services at CSU for women students

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
There's a need for more women's services. Many things are still biased, especially in the Physical Education Dept. (2) My time schedule hasn't allowed me to participate in women's programs. Only aware of one women's service at CSU. (2) Found no place for help here except University Counseling Center. Have gone to women-oriented functions, but haven't felt welcome.	(no answer) Making do with what's here. (2) Hope to find the services when I need them. Felt isolated, but joined the brown bag luncheon group and found some friends. Use the library and joined the women's coalition. Given up on my sisters.	A department to handle special problems like coping with abortion, birth control, etc. Making sure that equality is improved and that there are more women involved. (2) Publicize and support services that do exist. (2) Bureaucracy must recognize that groups exist here that do not fall into traditional age or experience categories. Women's Resource Center. Take a serious look at people who are running services and organizations for women on campus.

Table 28

Environmental Referent #4 - Being a woman student (man student if you are a man) does not cause problems for me

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Being told women have no chance at CSU Vet Med College. Being an older single parent is rare on campus and a uniquely female problem. Time demands of being a mother plus supervising male student workers who let me know they don't like taking orders. Problems with people accepting me as an agricultural major. Often men in class don't take me seriously in my career.	Gave up the idea. I tell myself that I do belong, contrary to the vibes I get from others. I set my own priorities, am clear and concise in my directions, and pitch into doing the messy jobs. I talk to a lot of people and tell them about women in agriculture. Stay very serious in my work.	Time and law have changed the problem. Have the administration acknowledge and respond to those like me. Time and showing the system that women can do it. Time is changing the attitude. Take women's careers more seriously.

Table 29

Environmental Referent #5 - Women students do not feel isolated in the College of Ag Sciences

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Women to men ratio in class is 1:15. I know few women and have little opportunity for interaction. The College seems to be astounded at the influx of women into such a traditionally male area, and doesn't know how to respond.	Not interacted much with them. Pushing for establishment of a group of graduate women in science. I tell myself I belong here and want to be here.	Get the cowboy image out of the Department. This study has done a lot--people are more aware that women are here and have problems.

Table 30

Environmental Referent #6 - In the classroom, college professors are positive towards women in professional Agriculture

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
According to professors, all farmers and business people are "he" and texts agree. Insults and comments directed toward women - "You're only a woman." They're attentive but make one feel out of place. I feel that teachers don't think a woman can do some of the hard work involved in Agriculture. No remarks have been made by any of my professors about women in Agriculture. When I was in Animal Science I did not receive any positive feelings about being a woman in Ag. I felt out of place. No one took time to explain alternative jobs or educational practices I should pursue. An advisor for the honors program didn't think women could work in Agriculture.	About one-third of the time I point out that I'm not a <u>he</u> but will be a farmer and business person. By being a "super woman" and trying to prove them wrong. Not responded in class much. I just respect their feelings and continue striving for what I want for myself. Most professors are evading the issue of women in agriculture. I changed my major. I haven't. Ignored him, but there may be some women who could handle it.	Have professors raise their conscieousness of women today. Time. Get the cowboy image out of the department. In the future things will become more relaxed and I want to be part of that future. Educate professors about women in professional Agriculture. I don't know. Show the advisor that not everyone fits into the same category.

Table 31

Environmental Referent #7 - I feel supported by my male classmates

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Conversations that deal with laughter at women in Ag.	I have defended the parts that were false; others were true.	It will just take time for males to realize that women can succeed in agriculture.
I don't feel supported by any of my fellow students	I got support from sources outside of class.	Don't know.
They only associate with men in their classes.	No reaction.	Get the cowboy image out of the department.
All of them are busy doing their jobs.	I just keep to myself while at school. I don't worry about making friends.	Could try harder to make friends.
I don't know any of them, therefore I feel no support.	At first I tried to ignore it but then I learned not to let it bother me by excelling in all my classes and making them acknowledge me.	Have more seminars.
Some of my male classmates are snobbish and very unhelpful.	By showing men I'm as capable as they are to complete a job or assignment.	I don't know
I feel women in Ag are just more competition for men and their attitudes will not change.	Stay serious in my work.	A new generation of men. More women in higher positions.
I often feel they don't think we belong there.	I don't like it, but I've begun to adjust.	Take women more seriously in their careers and be more supportive of them.
There are still a lot of sexist jokes.	Don't need support.	I don't see what could be done. Sometimes I think some students would kill for grades.
		I don't know if you can change a person who feels that strongly that women are inferior.

Table 31 (cont.)

Environmental Referent #7 - I feel supported by my male classmates

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I think students at CSU are less friendly and more competitive than I'm used to. Nothing. A lot of guys I know think girls are very inferior. If a girl does well in school they think she's lucky or she studies night and day. It seems the boys in class think the girls are only kidding themselves trying to break into agriculture.	They used to make me mad. Now I just ignore such people. I try to ignore it and hope they will realize that the girls are serious and this is the profession they've chosen.	Make statistics available to show the boys women's accomplishments in agriculture.

Table 32

Environmental Referent #8 - I feel supported by my female classmates

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I don't really know any of them; therefore, I feel no support. I'm more competitive and competent than other women, so we're not comfortable together. (2) I don't feel supported by any of my fellow students. Feeling. I think students at CSU are less friendly and more competitive than I'm used to.	I just keep to myself at school. I don't worry about making friends. I feel isolated from most women and think of my peers as males. (2) I get support from sources outside of class. I've begun to adjust, but I still don't like it.	Could try harder to make friends. Encourage other women to view themselves as career-oriented and success-oriented women. I don't know. It may be natural for there to be competition between women. I don't know what could be done. Sometimes it seems like some students would kill for good grades.

Table 33

Environmental Referent #9 - My mechanical skills are adequate to pursue the career I have chosen

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
My people are horrendous. My mechanical skills are inadequate in all areas due to no experience. (2) Demands of my major and lab work. Tractor breakdown; simple mechanical repairs that I don't have the slightest idea of how to do. Can always learn more.	I try, I try, I try. Becoming aware of my lack of skills, I have started to take notice of various projects around me. Asked questions of other graduate students and observed the farm workers. Ask others to do the job. Tried to get an explanation of how to do the repair myself	I should learn to draw better. Classes in basic mechanical skills. (5)

Table 34

Environmental Referent #10 - Women students do not feel isolated in my department

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Even though I believe that women in general are given the opportunities to pursue whatever career they want, I still feel an undercurrent. Not included in the FAC's, and I am a mother. We have no female professors to identify with. All growers are "he."	Just go on with what I want and accept other people's feelings. I have not socialized within the department. I tend to get feisty sometimes and stubborn other times.	Only time will change people's opinions. I hope to be part of this changing. Have professors raise their consciousness of women today.

Table 35

Environmental Referent #11 - In my experience, faculty members in my department have shown an interest in me

For women in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Haven't shown that much interest myself. None of them know me personally. Do not make myself known. (2) I don't think they've shown enough interest in me. Classes are so large that they have no idea who anyone is.	Felt that CSU was just too big. Don't care if they show interest or not. I've been disturbed by it for a long time. (2)	I could try to make myself stand out, but I don't have the desire to do any more than I do. Advisors, teachers, faculty, should take more interest in their students. Make the teacher-student ratio 1-30. (2)

Table 36

Environmental Referent #1 - Finances are not a significant problem for me

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I pay for my school, but cannot declare myself to be independent.	Complain.	Distinguish between self-supporting and dependent students.
I cannot get financial aid. (3)	Feel I'm getting a disservice.	Check into students' financial situation more thoroughly.
High cost of living and high fees paid to the university. (3)	Working. (8)	Reduce the fees that are added on to tuition.
I am on my own. (5)	Mildly disagree.	Lower tuition, lower costs, financial aid. (5)
Little or no help from parents. (4)	Be careful with spending.	More work-study and jobs pertinent to students' majors. (2)
I am in debt.	Transferring to a less expensive university.	More financial aid. (6)
I can't do much more than feed and house myself. (2)	Limit my activities to sleeping, eating, and going to school. (2)	Getting paid fairly for my work on my assistantship.
I pay out-of-state tuition. (3)	Applied for financial aid. (7)	CSU should take financial aid cases more individually. (3)
I'm supported for tuition, but must earn money for expenses, car and utilities.	Taken out several loans. (2)	More educational programs for non-minorities.
Money always seems in short supply. (7)	G. I. Bill helps.	Find way to have students paid more than minimum wage. (2)
No comment.	No comment. (3)	
	Looking for work.	
	Live at home to save money.	
	I haven't.	

Table 36 (cont.)

Environmental Referent #1 - Finances are not a significant problem for me

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
		Nothing. Give money on basis of academic excellence without regard to need, race, sex. No comment. (4) Have one year of out-of-state tuition, then in-state.

Table 37

Environmental Referent #2 - I would consider going to the Counseling Center if I had a personal or vocational problem

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
No use for it. (3)	I can handle any problems that arise. (7)	No comment. (8)
No comment. (5)	I don't know what it offers or what its purpose is.	Explain University Counseling Center services in the CSU newspaper. (8)
I have no concept of what the Counseling Center is.	I feel more comfortable seeing my advisor or someone in my department.	More personal involvement with teachers.
Depersonalization on campus.(2)	Consulting other students and those teachers who care. (3)	Get good people who can really help with agriculture-related problems. (2)
I don't think the caliber of counseling is very high. It's very unsophisticated and helps only those who are really lost.	I don't consider the Counseling Center a realistic alternative.	More confidence and respect.
I don't know where it is or who runs it. (2)	No comment. (11)	Nothing. (4)
Not worth it.	I talk to my professors.	We don't need a Counseling Center.
Problems are my own. (6)	My problems haven't been that serious so I haven't gone.	Be less timid.
I don't want to talk to strangers about my problems. (2)	Talk to a fraternity brother.	Prove the service can be helpful.
Shyness.	I have placed its significance lower.	Have them come to me.
Why not?	Not at all.	Put my pride aside and give the Counseling Center a chance.
Poor experience with counseling in high school. (2)		

Table 37 (cont.)

Environmental Referent #2 - I would consider going to the Counseling Center if I had a personal or vocational problem

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
They usually don't tell me anything I don't know, and don't have their lives together enough to give advice to anyone else. People I know who have used the facility haven't had success. I've never gone there.	Talk to someone who really cares, like Jesus Christ. Talk to my friends or parents.	

Table 38

Environmental Referent #3 - I think there are enough services at CSU for women students

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I only know of one. Women have a terrible record of being denied at CSU more than at any other Colorado school. The Moby gym locker situation. Existing funds for women's athletics and extracurricular activities. (3) No comment. (2) From reading the Journal--mostly in the athletic fields.	Not at all. (4) I am angry, but the powers that be do not seem responsive to any requests for equality. No comment. (2) I have joined a committee to alleviate the problem. Verbal.	See if women want more. Get new administrators. Educate and encourage women's equality. It'll take years. More open hours in women's locker room. Fund them on an equal footing. No comment. (2) Restructure the priorities at the university. Better facilities. Split the money down the middle.

Table 39

Environmental Referent #4 - Being a woman student (man student if you are a man) does not cause problems for me

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
A lot of games occur between men and women. I like to be friendly without thinking about it.	Continue to be friendly.	More role clarification so someone doesn't feel like the make is being put on; they will be better able to deal effectively with those who do put the make on, too.

Table 40

Environmental Referent #5 - Women students do not feel isolated in the College of Ag Sciences

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
The new effort for women in agriculture. Nothing specific--just a hunch. They are isolated because they are few in number in Agronomy. Male domination has been its history. Some women I've spoken to feel like they shouldn't be here. There are many girls in all my classes and most of them do better than guys.	By helping some women to get involved in research. Not at all. (2) No comment. I just have to work harder.	Who wants to change it? Emphasize the realistic opportunities for women in agriculture. Encourage more women to face the rigors of a male dominated college. Should be steps taken to pull them into the main stream.

Table 41

Environmental Referent #6 - In the classroom, college professors are positive towards women in professional agriculture

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I don't think there is any opportunity for professors to be positive toward any students except their admirers, regardless of sex. Not much mention is usually made of women in agriculture. Some of my professors have shown negative feelings about the competency of women in professional agriculture. Joking by professors in class. Comments like "even a woman could handle that." I don't know anything about this. Women with the right background for professional agriculture do all right in class (farm background) Haven't noticed anything positive on the part of professors towards women in professional agriculture.	I don't have much respect for the prejudiced white tower male egos. Not at all. I haven't. I've ignored it as a personal bias of the professor. No comment. It doesn't matter what sex a person is as long as they do their share, know as much as their counterparts. I cannot understand why professors should be particularly positive toward women in professional agriculture.	Get new faculty. Tenure has to go for those who deny men and women fair treatment. Emphasize the realistic opportunities for women in agriculture. No comment. (3) Educate the professors and try to modify their view of women in agriculture. I don't see anything wrong with my observation.

Table 42

Environmental Referent #7 - I feel supported by my male classmates

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Some students don't like foreigners. Too much competition in the classroom. Most of my male and female classmates are from this area. The cultural barrier is hard to overcome. I feel a common interest and exchange, but not support. CSU does not appear to be a very warm place. Neither sex shows much interest in anybody, whether of the same or opposite sex. Lack of cohesion among students.	Study hard. Try to make friends, especially of foreigners. I try to be friendly and cordial. If they don't like the way I dress or talk or my long hair, it's too bad. I am friendly. No comment. By maintaining my distance and consulting myself on questions I have and try to work out for myself.	Be friendly and try to help someone who needs it. I don't think there's any way to help it. No comment. (2) Don't know.

Table 43

Environmental Referent #8 - I feel supported by my female classmates

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Not enough interaction with students in classes. Some students don't like foreigners. Too much competition in the classroom. At times I get that impression. Most of my male and female classmates are from this area. The cultural barrier is not easily overcome. The women seem friendlier and easier to get along with. Feeling of common interest and exchange rather than support. CSU does not appear as a very "warm" place. Neither sex really shows much interest in anybody whether of the same or opposite sex. Lack of any cohesion among students.	No comment. (2) Study hard. Try to make friends, especially foreigners. I haven't decided how to respond. I try to be friendly and cordial whenever possible. If they don't like the way I dress or talk or how long my hair is, it's too bad. I am friendly. By maintaining my distance and consulting myself and try to work out for myself.	No comment. (3) Try hard to be friendly and to help. There should be ways classes could be set up so that students can relate and discuss the subject matter of the course. I don't think anything can be done to help. Don't know.

Table 44

Environmental Referent #9 - My mechanical skills are adequate to pursue the career I have chosen

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
There are many things I wish I knew about mechanics but don't have time to learn. Most classes in my concentration are unnecessary as the same material is presented in classes for which these are prerequisites. CSU needs a more practical application of materials so skills will develop.	Try to learn from another person. Not much to do except grit your teeth and continue with the program. Self-study on my own.	Take classes to improve skills. Remove the requirements and allow the time for other classes of the students' interests. More labs in the field - a place where real life situations occur.

Table 45

Environmental Referent #10 - Women students do not feel isolated in my department

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I don't know. Prejudice runs high among faculty and most male students. There is no friendly atmosphere for women students to feel welcome in. Perhaps women agriculture teachers are not universally accepted.	I don't know. There's not much a man can do but I encourage the several women students who work for me to get experience and to stick with it. I don't think it will change until attitudes change.	I don't know. Hire younger faculty with more liberal values. Chastise conservative ones. Offer more work. A few women to prove they are confident.

Table 46

Environmental Referent #11 - In my experience, faculty members in my department have shown an interest in me

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
I haven't done my part to introduce myself.	I haven't.	Go see my professors.
When I met with advisors at the beginning of the school year they seemed impersonal.	Not wanting to go see advisors.	Spend more time with each student at the beginning of school.
They pay far more attention to those who play up to them.	I have grown to not care.	No comment. (2)
Only one professor has shown much interest in me.	No comment. (2)	Stress "personal touch" to all teachers.
I'd rather not say, but the only interest shown I can count on one hand...1 finger.	I still feel interested in the parties concerned and all faculty as always.	Avoid having department heads teach classes.
Of the professors and teaching assistants I've met I feel that the faculty is one of CSU's assets and perhaps most students don't take full advantage of faculty's enthusiasm.	Associated and tried to take classes from teachers who respond to me as an intelligent individual.	Smaller classe; more involvement with teacher and student.
Some people act as if they could care less about students.	Turn to alternative sources for help and information, and self-learning.	A student has to get out and talk to people to know things and become known.
Some teachers act interested. To most, you're just another number.	I like having open discussions with teachers.	Years of evolution will be required to raise the level of agricultural consciousness.
	I accepted it, don't expect much from Ag professors and look to other departments for advice, direction and intellectual stimulation.	

Table 46 (cont.)

Environmental Referent #11 - In my experience, faculty members in my department have shown an interest in me

For men in the College of Agricultural Sciences - 1977-78

What things in the environment exist or have happened to make you feel this way?	How have you responded to this feeling or situation?	What could be done to change the environment (physical, organizational, functional, etc.) to improve the situation?
Fair interest. Teachers have good invidiaual discussions. In agriculture the interested, genuinely interested, faculty are the exception. Images are more important than real teaching exchanges. encouragement and directions.		

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